

PENGEMBANGAN MULTIMEDIA INTERAKTIF ROLE PLAYING GAMES MENGGUNAKAN MODEL VISUAL, AUDITORY, KINESTHETIC UNTUK MENINGKATKAN PEMAHAMAN SISWA SMK

Oleh

Ryan Anshary Koswara - ryan.anshary@student.upi.edu
1204429

ABSTRAK

Setelah melakukan studi lapangan, didapatkan hasil bahwa siswa kesulitan dalam memahami materi etimologi multimedia. Selain itu juga, didapatkan hasil bahwa siswa sering bermain *game* dan memilih *game* bergenre *role playing games* sebagai *game* yang disukai. Berdasarkan hal tersebut, maka penulis tertarik untuk mengembangkan multimedia interaktif *role playing games* dengan menggunakan model *visual*, *auditory*, dan *kinesthetic* (VAK) sebagai media pembelajaran untuk meningkatkan pemahaman siswa SMK jurusan multimedia pada mata pelajaran desain multimedia dengan materi etimologi multimedia. Metode yang digunakan untuk mengembangkan multimedia adalah model siklus hidup menyeluruh dan untuk desain implementasi multimedia menggunakan desain *one group pretest posttest*. Model siklus menyeluruh memiliki 5 tahapan, yaitu tahap analisis, tahap desain, tahap pengembangan, tahap implementasi, dan tahap penilaian. Dalam tahap pengembangan, penulis melakukan *judgement* multimedia dan *judgement* terhadap materi untuk mengetahui kelayakan dari keduanya. Nilai yang didapat untuk multimedia setelah *judgement* adalah sebesar 76,65% dinyatakan layak dan untuk penilaian terhadap materi didapat nilai sebesar 82,4% dinyatakan layak. Dari penelitian yang telah dilakukan, hasil *pretest* didapatkan rata-rata sebesar 5,30, sedangkan untuk *posttest* didapatkan rata-rata sebesar 6,67. Dari hasil *pretest* dan *posttest* didapatkan rata-rata indeks gain sebesar 0,29 yang bisa digolongkan “rendah”. Respon siswa terhadap multimedia interaktif *role playing games* diperoleh nilai rata-rata yang dapat digolongkan “baik”.

Kata Kunci: *Role Playing Games*, VAK, Multimedia Interaktif

**INTERACTIVE MULTIMEDIA DEVELOPMENT OF ROLE PLAYING
GAMES USING VISUAL MODEL, AUDITORY, KINESTHETIC TO
IMPROVE THE COMPREHENSION OF VOCATIONAL HIGH SCHOOL
STUDENTS**

By

Ryan Anshary Koswara - ryan.anshary@student.upi.edu
1204429

ABSTRACT

After conducting a field study, the results were obtained that students had difficulty understanding the multimedia etymology material. Besides that, it was found that students often play games and choose role playing Games genre games as the preferred game. Based on this, the author is interested to developing interactive multimedia role playing games using visual, auditory, and kinesthetic (VAK) models as learning media to improve the comprehension of vocational students majoring in multimedia in multimedia design subjects with multimedia etymology material. The method used to develop multimedia is a comprehensive life cycle model and for multimedia implementation design using the one group pretest posttest design. The overall cycle model has five stages, namely the analysis phase, the design stage, the development stage, the implementation stage, and the assessment stage. In the development phase, the author conducted multimedia judgment and judgment on the material to find out the feasibility of both. The value obtained for multimedia after judgment was 76,65%, it was declared feasible and for the assessment of the material obtained a value of 82,4% was declared feasible. From the research that has been done, the results of the pretest obtained an average of 5,30, while for the posttest the average is 6,67. From the results of the pretest and posttest, the average gain index is 0,29 which can be classified as "low". Students' responses to interactive multimedia role playing games obtained an average value which can be classified as "good".

Key Word: Role Playing Games, VAK, Interactive Multimedia